

**2004-2005 No Child Left Behind - Blue Ribbon Schools Program***U.S. Department of Education***Cover Sheet**Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12Name of Principal Mrs. Phyllis Jones

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Rigdon Road Elementary School

(As it should appear in the official records)

School Mailing Address 1282 Rigdon Road

(If address is P.O. Box, also include street address)

Columbus

City

Georgia

State

31906

Zip Code+4 (9 digits total)

County MuscogeeSchool Code Number \*3066Telephone ( 706 ) 569-2559Fax ( 706 ) 569-2624Website/URL <http://www.mcsdga.net/schools/elementary/rigdon.html> E-mail [phyjones@mcsdga.net](mailto:phyjones@mcsdga.net)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. John Phillips

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Muscogee County School DistrictTel. ( 706 ) 649-0500

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Dr. Mary Sue Polleys

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

32	Elementary schools
11	Middle schools
0	Junior high schools
8	High schools
9	Other
60	TOTAL
  
2. District Per Pupil Expenditure: 4,994.81
  
- Average State Per Pupil Expenditure: 5,031.44

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
 

[ ]	Urban or large central city
[ ]	Suburban school with characteristics typical of an urban area
[X]	Suburban
[ ]	Small city or town in a rural area
[ ]	Rural
  
4. 14 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
  
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	9	11	20	7			
K	18	12	30	8			
1	18	16	34	9			
2	14	15	29	10			
3	16	14	30	11			
4	13	23	36	12			
5	16	16	32	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							211

6. Racial/ethnic composition of the students in the school:
- 0 \_\_\_\_\_ % White  
 100 \_\_\_\_\_ % Black or African American  
 0 \_\_\_\_\_ % Hispanic or Latino  
 0 \_\_\_\_\_ % Asian/Pacific Islander  
 0 \_\_\_\_\_ % American Indian/Alaskan Native  
**100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school as of October 1	211
(5)	Subtotal in row (3) divided by total in row (4)	0.75
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 1  
 Specify languages: English

9. Students eligible for free/reduced-priced meals: 97 %

Total number students who qualify: 205

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0 %  
9 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>    </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>    </u>
Classroom teachers	<u>14</u>	<u>    </u>
Special resource teachers/specialists	<u>0</u>	<u>    </u>
Paraprofessionals	<u>6</u>	<u>    </u>
Support staff	<u>2</u>	<u>3</u>
Total number	<u>23</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 15:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98 %	97 %	97 %	98 %	98 %
Daily teacher attendance	96 %	96 %	95 %	98 %	98 %
Teacher turnover rate	0 %	1 %	0 %	1 %	0 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

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## PART III - SUMMARY

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Rigdon Road Elementary is located in Columbus, Georgia. This “Great Little Learning Place” has a tradition and community acceptance of excellence where “learning never stops”. This school is unique because of its size, student population, ethnic-makeup, school wide Title I program, and Year-Round Education (YRE). Rigdon Road implemented the first year-round school in Muscogee County seven years ago. YRE is a concept in which the traditional school year is reorganized so instructional time is evenly distributed throughout the school year. The YRE calendar provides for continuous learning and frequent breaks. The calendar for Rigdon Road consists of a single-track to include 45 days of instruction and 15 days of vacation.

Rigdon Road Elementary opened in the Fall of 1955, servicing a 100% Caucasian student population. During a twenty year span, Rigdon’s student population changed drastically due to demographic changes in the community. Presently, the ethnic make-up of Rigdon Road students is 100% African American in grades Pre-K – 5th. In addition to its main building and portable classrooms, Rigdon Road is probably the only school in the state that has, as a classroom, “The Little White House” actually lived in by the Rigdons for whom the school was named. Rigdon Road students ranked number one in the Muscogee County School District for having the least number of absences for two consecutive years. This great little learning place has continuously beaten the odds according to standards set by the “No Child Left Behind” law in closing the achievement gap for culturally disadvantaged children. Through the energetic and visionary leadership of the principal and teachers, Rigdon continues in spite of limited resources, to maintain high marks in all indicators of successful schools. The school solicits input from all stakeholders including parents, children and community as they share in the mission to create a positive learning environment, teaching students respect for self and others, while reaching their maximum academic potential. The teachers participate in shared leadership and each of them takes great pride in ensuring that all children are learning to their full potential.

Idealistic is a term to describe this school. It is a place where everyone knows and cares about each other. The climate of the school is that of one big happy family where children are nurtured and loved. The mission is fulfilled academically, socially, emotionally, and developmentally through the many programs offered in the Drama Club, Book Club, Safety Patrol, Best Friends Club, Peer Helpers Program, and Chorus. Parent involvement is encouraged through PTA, FBI (Fathers Being Involved), GBI (Grandparents Being Involved), School Council, Title I Parent meetings, Parent Workshops, Clothing Bank, Hearing and Vision Screening, and RIF (Reading is Fundamental) book distribution.

Rigdon Road has been the recipient of numerous awards and recognitions including Pay for Performance, Muscogee Excellence Foundation Grant, Charles Ballinger Award – YRE, 100% Pass Rate on 3<sup>rd</sup> Grade CRCT 2004, a Distinguished School for meeting AYP three consecutive years. Rigdon Road’s counselor was named Region and State Counselor of the year for her innovative ideas and programs implemented through the guidance program. The principal has been recognized for many outstanding achievements accomplished during her tenure. The Rigdon faculty, staff and community truly demonstrate a professional learning community.

Students and teachers of Rigdon Road have challenged themselves to be one of the finest. As the education of children changes to promote 21<sup>st</sup> century learning, so has Rigdon Road Elementary changed its vision of what children should know and be able to do in tomorrow society. We take great pride in the education of children and for that reason we celebrate excellence, and strive to close the achievement gap.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. The Georgia Criterion Referenced Competency Test (CRCT) is the main assessment used by the state of Georgia and Muscogee County School District. The CRCT includes three performance levels.

- ❖ Level 1- Does not meet the standard – scores of less than 300
- ❖ Level 2- Meets the standard – scores of 300-349
- ❖ Level 3- Exceeds the standard – scores of 350 and above

An analysis of the CRCT test data indicates that reading is an area of strength for all grades. On the reading portion of the CRCT, 92% of the students at Rigdon Road Elementary School scored at or above in meeting the standards category. This is due mainly to Rigdon Road's continuous efforts to address the dimensions of reading using numerous strategies. Phonemic awareness and phonics are addressed with the Sing, Spell, Read, and Write program, and the use of the Basic Literacy Test (BLT). As a result of the loss of the Reading Recovery Program, Looping was implemented in first and second grade to focus on students who are reading below grade level.

The fluency dimension of reading is addressed through the Macmillan McGraw Hill reading series, the Drama Club, and the Book Club. The Accelerated Reader program and the Guided Leveled Reading Books are also used to address this area. Vocabulary is developed by using Sight Words Ladder, computer lab reinforcement, materials in the media center, writing and research, Lightspan Sony Playstation and Brainchild computer handheld games.

The CRCT scores indicate that the second and third grade students made substantial gains in reading from 2002-2003 to 2003-2004, while the first and fifth grade students remained stable. The fourth grade students showed significant gains in reading with the exception of a 4% decrease in 2002-2003. This was attributed to the loss of the Early Intervention Program (EIP) which was designed to assist at-risk students.

In the domain of English/Language Arts substantial gains were made in every grade level with the exception of first and fifth grades which remained stable. This is attributed to the modeling of lessons using various technology and exposure to well-known authors who encourage students to think aloud and make connections to real life experiences.

An analysis of the CRCT test scores indicates that math continues to be a primary focus. Test scores for 2000-2001 indicated a dramatic decrease for fourth grade. This can be credited to the adoption of a new math series by the school district. It was not user friendly for teachers. There were few practice skills for students and no remediation resources. Test data indicated weaknesses in the areas of statistics & probability, geometry & measurement, estimation & problem solving.

As compared to the state of Georgia, we are meeting or exceeding the state requirements. In compliance with the state of Georgia, it is the desired result of Rigdon Road Elementary, that each year 5% of the students move out of the does not meet the standards category in reading, English/Language Arts and math. After carefully analyzing the data, a five year span indicates 11% of the students do not meet the standards on the CRCT in reading, English/Language Arts and math. Strategies to ensure these desired results include analysis of test data, focus on areas of weakness and ongoing assessment. Teachers will create and collect samples of activities and materials to be shared for skill teaching. Students will also contribute to assessments as a means of ownership of learning.

2. The faculty as a whole evaluates the information from the CRCT analyzing the strengths and weaknesses of the school in reading, English/Language Arts, and mathematics. The faculty analyzes the domains in each area and chooses the appropriate QCC's to address with the students. In grade level meetings, the teachers further analyze the areas of strength and weakness. The teachers are provided with specific analysis of the student performance provided with the student score report. The teachers use these reports to establish small group and individual instruction.

Muscogee County Schools also assess student progress with quarterly MAP tests. These tests are written to correspond to the QCC's for the state of Georgia. The tests are given in August, November, February and May and analyzed by the Title I teacher and the classroom teachers to establish areas of greatest need for instruction. In grade level meetings, the teachers devise strategies to address these areas of weakness. The Title I teacher also incorporates instruction in these areas in the computer lab.

Rigdon Road also has an ongoing after-school tutoring program in which teachers address the needs of groups of students or individuals. On-going teacher assessment, MAP tests, computer lab evaluations, teacher-made tests, and alternative assessments are used to establish the groups for tutoring. An intercession is held for one week during the fall and spring breaks to address the needs of students targeted by the teachers using these assessments.

3. Rigdon Road communicates information concerning student performance and assessment data to parents in several ways. Report cards are issued every nine weeks with pick-up and teacher-parent conferencing. Mid-term reports are sent home every four and a half weeks between report cards. Each teacher sends home student work on Mondays along with a newsletter. Parents are given a copy of the standardized assessment data for their children and the data is explained in a conference.

Parent workshops are provided to explain the state testing procedure and the website for online practice is provided for students and parents. Rigdon Road has established its own website which provides up-to-date information for parents. Students are kept informed of their progress. Daily evaluations, rubrics, teacher-made tests, and conferencing with teachers are also utilized. The community is kept informed through the marquis, weekly news letters and news releases.

4. The faculty and staff at Rigdon Road Elementary share the vision that our school exists primarily, centrally and unremittingly for the benefit of children. We constantly share our many successes across the state and school district. Our principal has been recruited as an avid supporter of year-round education. She shares her enthusiasm with school boards, principals, faculties, and parents. She has been successful in recruiting 8 schools in our district and 5 in the state of Georgia. The principal shares past and current test data and the positive results of changing to a year-round calendar.

The faculty and staff provide workshops to our parents, partners in education, local school council, and PTA on such topics as ADHD, reading, math, tips for the single parent, test-taking strategies, and tips for parents to help their children with homework. We have shared our successes and strategies with other schools of similar demographics. Setting high expectations resulted in one hundred percent of our third grade students passing the CRCT test.

At Rigdon we set high expectations and we don't accept excuses. We will be sharing a documentary which was produced featuring Rigdon Road on 50 cable stations as a tool for staff development on the "Power of High Expectations." Some portions of this documentary will be



shown on 60 Minutes on CBS in late fall. We celebrate the diversity of ideas about how to achieve our vision and rally around shared values that give true meaning to education. We believe that sharing our successes is just another reason that this great little learning place is dynamic in its quest for excellence.

## PART V – CURRICULUM AND INSTRUCTION

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1. Technology has become a vital part of the school's curriculum. With technology being at the forefront on many of today's job sites, Rigdon is proud of its computer lab, which serves all students. Computers are being utilized in each classroom and in the library. Internet access is now available in the media center, counselor's office and all classrooms. The computer lab provides remedial attention through the use of the Computer Curriculum Corporation program. Skills intervention is provided by the use of the Orchard math and language arts program in addition to reinforcement of skills by the Title I teacher.

The Early Intervention Program (EIP) assists students in K-5 to improve basic skills in reading and math. EIP reduces the student/teacher ratio, providing a more personalized approach to learning.

At Rigdon, the students, parents, teachers, and community are involved in a fully integrated, carefully structured and sequenced problem-solving program in which students become actively involved in problem solving through the use of manipulatives, technology, and real life situations. Students are held responsible for academic performance. The students in grade 1 are using the Word Problems Made Easy program to equip students with problem solving strategies. This program will be continued in each grade level. Teachers are responsible for providing information opportunities for exploration and discovery but students are expected to assume responsibility for learning with appropriate encouragement. To ensure students have been equipped for this task, a "Bear Book" was issued to all students and teachers. The "Bear Book" has been a useful tool for enhancing home/school communication as well as students' organizational skills. Students have been able to keep homework assignments and notes to take home in one place. Cooperative learning and individual student projects have provided opportunities for developing critical thinking skills.

Rigdon Road continues to address progress in reading using a variety of strategies. Phonemic awareness and phonics are addressed with the Sing, Spell, Read, and Write program, and the use of the Basic Literacy Test (BLT). As a result of the loss of the Reading Recovery Program, Looping was implemented in first and second grade to focus on first and second grade students who are reading below grade level.

The fluency dimension of reading is addressed through the Macmillan McGraw Hill reading series, the Drama Club, and the Book Club. The Accelerated Reader program and the Guided Leveled Reading Books are also used to address this area. Vocabulary is developed by using the sight word ladder, computer lab, materials in the media center, writing and research.

Map and diagram skills, history and sociology/related sciences are addressed by using the computer lab graphing and time line programs. Writing and research activities also focus on this area.

Earth and space, the nature of science, and life science, are areas that are addressed through hand-on experiences, field trips, and through the use of science experiments. In addition an integrated approach to learning is used throughout the school day.

Art is provided to students on a part-time basis. Students at Rigdon experience art through history, terminology, and appreciation every Thursday and Friday. The students enter various contests locally and on the state level. Many of Rigdon's students work has been displayed at the Columbus Museum, Mall, and the Government Center. Students are allowed to use their creativity through expressions, watercolors, paints, and drawings. Working hand in hand, learning and building a better world at this "Great Little Learning Place" is always promoted.

**2a.** In compliance with the Muscogee County School District (MCSD) textbook adoption, Rigdon Road Elementary School uses the Macmillan/McGraw-Hill Reading Program as its reading curriculum. This program is scientifically research-based and like MCSD is committed to helping every child become successful, avid readers. It is aligned with the MCSD's goals for reading and primarily focuses on the six dimensions of reading to include phonemic awareness, phonics, fluency, vocabulary, and comprehension. This program is designed to help students in the early grades become lifelong learners, thus ensuring success in the other disciplines.

The Macmillan/McGraw-Hill Reading Program was chosen because it offers developmentally appropriate activities that are aligned with the state's QCC objectives. Because of the socio-economic background of the Rigdon Road Elementary School students, the reading curriculum allows flexibility, providing teachers the opportunity to teach to each child's individual level of instruction. Consequently, this allows teachers to meet the individual needs of the students being served. In addition the Macmillan/McGraw-Hill Reading Program lends itself to the integration of instruction where teachers can be creative while teaching other disciplines across the curriculum. This program helps teachers impart the skills that are necessary to ensure student success on the CRCT.

**3.** Character Education is an integral part of Rigdon Road's curriculum for many reasons. In conjunction with the mission and vision of this great little learning place, good character is a prerequisite for becoming productive citizens. The counselor's philosophy is "a child is what he lives; if he lives with criticism, he learns to criticize". Therefore, classroom guidance focuses strongly on building character. Students are actively engaged in small group activities which promote character awareness. It is reinforced throughout the school day as students receive immediate feedback for positive behavior. Since students' academic performance is greatly impacted by social behavior, the entire faculty and staff integrate character education throughout the curriculum. Teachers also model behavior expected from students. This positive behavior helps to develop the "whole child" as students seek to create a risk-free learning environment for themselves and others.

Students are involved in extracurricular activities such as drama, chorus, 4-H, DARE (Drug Awareness Resistance Education), and Book Club. This allows students to improve public and personal speaking skills. These activities focus strongly on character development. Opportunities are provided for children to perform on stage for family, friends, and the community. It also instills a sense of pride and acceptance for self and others. Students that demonstrate exceptional character traits are a part of the peer helper program. This program helps students become positive role-models for others and student leaders in their school and community.

**4.** Several methods are employed for improving student learning. Students are provided with small group and individualized instruction through after-school tutoring on an on-going basis. Fall and spring intercessions also provide instruction for those students targeted as needing extra help per assessments. The Title I teacher uses the computer lab as a means of intervention and remediation using the computer Curriculum Corporation program, Orchard software, teacher-directed lessons, other software, and the internet. The Title I teacher collaborates with the classroom teachers to address skills and improve student learning by providing additional and varied activities. The counselor has established a Peer Helper Club which allows older students to pair with a younger student to provide another avenue for improved student learning. These

students meet with their paired student on a weekly basis. The first and second grades rotate teachers for reading, math, science, and social studies. This allows for more in-depth instruction in each area with follow-up related instruction by the regular classroom teacher. Other instruction methods which are used are self assessment, rubrics, cooperative learning, peer tutoring within the classroom, alternative assessments and portfolios.

5. Professional development for all stakeholders at Rigdon Road Elementary School is based on the needs of the students. Staff development activities are centered on improving teacher instruction which positively impacts student achievement. The leader constantly assesses the professional development program at Rigdon Road Elementary School to ensure that effective practice is available to the faculty, staff, and other stakeholders for the benefit of the students. A wide variety of professional development opportunities are awarded to enhance student achievement at Rigdon Road Elementary School. Just recently, the administrator, faculty, and stakeholders participated in a professional development entitled “The Power of Community: Educating as Stewardship”. The doors of Rigdon Elementary School were graced by renowned author Clifton L. Taulbert who shared childhood memoirs from his book, *Eight Habits of the Heart*. His focus was the importance of embracing the values that build strong families and communities. Taulbert’s visit helped all stakeholders at this great little learning place imagine the power of the community in helping every child become fully engaged in the learning process.

Additional professional development activities include a workshop presented by Ann White who shared, “The Ten Commandments for People Who Work With People,” continuous technology workshops given by our Instructional Technology Support Technician, and professional book clubs that have emerged as a result of collaboration among all stakeholders wanting to enhance teaching strategies for student improvement. In addition, professional development courses are also offered by a host of professionals in the field of education. All stakeholders are given an equal opportunity to engage in the Best Practices Institute in Muscogee County thus, enhancing student achievement.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS Rigdon Road Elementary School

Subject Reading Grade 1 Test: Georgia Criterion-Referenced Competency

Edition/Publication Year 2000-2004

Publisher Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% Does not meet the standards	4	Not given	3	Not given	
% At or above meets the standards	96		97		
% Exceeds the standards	61		30		
Number of students tested	23		33		
Percent of total students tested	100		100		
Number of students alternatively assessed	0		0		
Percent of students alternatively assessed	0		0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
% Does not meet the standards	8	Not given	14	Not given	
% At or above meets the standards	92		86		
% Exceeds the standards	47		43		

**STATE CRITERION-REFERENCED TESTS**  
**Rigdon Road Elementary School**

Subject English Grade 1 Test: Georgia Criterion-Referenced Competency

Edition/Publication Year 2000-2004

Publisher Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% Does not meet the standards	9	Not given	9	Not given	
% At or above meets the standards	91		91		
% Exceeds the standards	65		9		
Number of students tested	23		33		
Percent of total students tested	100		100		
Number of students alternatively assessed	0		0		
Percent of students alternatively assessed	0		0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
% Does not meet the standards	14	Not given	15	Not given	
% At or above meets the standards	86		85		
% Exceeds the standards	38		29		

**STATE CRITERION-REFERENCED TESTS**  
**Rigdon Road Elementary School**

Subject Math Grade 1 Test: Georgia Criterion-Referenced Competency

Edition/Publication Year 2000-2004

Publisher Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% Does not meet the standards	9	Not given	9	Not given	
% At or above meets the standards	91		91		
% Exceeds the standards	48		15		
Number of students tested	23		33		
Percent of total students tested	100		100		
Number of students alternatively assessed	0		0		
Percent of students alternatively assessed	0		0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
% Does not meet the standards	10	Not given	15	Not given	
% At or above meets the standards	90		85		
% Exceeds the standards	40		29		

**STATE CRITERION-REFERENCED TESTS**  
**Rigdon Road Elementary School**

Subject Math Grade 2 Test: Georgia Criterion-Referenced Competency

Edition/Publication Year 2000-2004

Publisher Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% Does not meet the standards	9	Not given	13	Not given	
% At or above meets the standards	91		94		
% Exceeds the standards	12		19		
Number of students tested	34		32		
Percent of total students tested	100		100		
Number of students alternatively assessed	0		0		
Percent of students alternatively assessed	0		0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
% Does not meet the standards	13	Not given	16	Not given	
% At or above meets the standards	87		83		
% Exceeds the standards	32		26		



**STATE CRITERION-REFERENCED TESTS**  
**Rigdon Road Elementary School**

Subject Reading Grade 2 Test: Georgia Criterion-Referenced Competency

Edition/Publication Year 2000-2004

Publisher Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% Does not meet the standards	9	Not given	13	Not given	
% At or above meets the standards	91		88		
% Exceeds the standards	53		38		
Number of students tested	34		32		
Percent of total students tested	100		100		
Number of students alternatively assessed	0		0		
Percent of students alternatively assessed	0		0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
% Does not meet the standards	14	Not given	15	Not given	
% At or above meets the standards	85		84		
% Exceeds the standards	50		44		

**STATE CRITERION-REFERENCED TESTS**  
**Rigdon Road Elementary School**

Subject English/Lang. Grade 2 Test: Georgia Criterion-Referenced Competency

Edition/Publication Year 2000-2004

Publisher Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% Does not meet the standards	6	Not given	3	Not given	
% At or above meets the standards	94		78		
% Exceeds the standards	32		51		
Number of students tested	34		32		
Percent of total students tested	100		100		
Number of students alternatively assessed	0		0		
Percent of students alternatively assessed	0		0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
% Does not meet the standards	13	Not given	17	Not given	
% At or above meets the standards	86		84		
% Exceeds the standards	34		26		

**STATE CRITERION-REFERENCED TESTS**  
**Rigdon Road Elementary School**

Subject Reading Grade 3 Test: Georgia Criterion-Referenced Competency

Edition/Publication Year 2000-2004

Publisher Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% Does not meet the standards	0	Not given	11	Not given	
% At or above meets the standards	100		89		
% Exceeds the standards	88		31		
Number of students tested	33		45		
Percent of total students tested	100		100		
Number of students alternatively assessed	0		0		
Percent of students alternatively assessed	0		0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
% Does not meet the standards	10	Not given	17	Not given	
% At or above meets the standards	90		84		
% Exceeds the standards	44		39		

**STATE CRITERION-REFERENCED TESTS**  
**Rigdon Road Elementary School**

Subject Eng/Lang Grade 3 Test: Georgia Criterion-Referenced Competency

Edition/Publication Year 2000-2004

Publisher Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% Does not meet the standards	0	Not given	16	Not given	
% At or above meets the standards	100		84		
% Exceeds the standards	21		2		
Number of students tested	33		45		
Percent of total students tested	100		100		
Number of students alternatively assessed	0		0		
Percent of students alternatively assessed	0		0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
% Does not meet the standards	13	Not given	18	Not given	
% At or above meets the standards	87		82		
% Exceeds the standards	28		26		

**STATE CRITERION-REFERENCED TESTS**  
**Rigdon Road Elementary School**

Subject Math Grade 3 Test: Georgia Criterion-Referenced Competency

Edition/Publication Year 2000-2004

Publisher Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% Does not meet the standards	0	Not given	11	Not given	
% At or above meets the standards	85		78		
% Exceeds the standards	15		11		
Number of students tested	33		45		
Percent of total students tested	100		100		
Number of students alternatively assessed	0		0		
Percent of students alternatively assessed	0		0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
% Does not meet the standards	11	Not given	18	Not given	
% At or above meets the standards	90		82		
% Exceeds the standards	28		23		

**STATE CRITERION-REFERENCED TESTS**  
**Rigdon Road Elementary School**

Subject Reading Grade 4 Test: Georgia Criterion-Referenced Competency

Edition/Publication Year 2000-2004

Publisher Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% Does not meet the standards	0	5	3	23	24
% At or above meets the standards	100	94	98	77	77
% Exceeds the standards	81	56	33	18	18
Number of students tested	31	39	40	39	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
% Does not meet the standards	35	20	20	26	35
% At or above meets the standards	65	80	79	74	65
% Exceeds the standards	28	44	38	32	28

**STATE CRITERION-REFERENCED TESTS**  
**Rigdon Road Elementary School**

Subject Eng/Lang Grade 4 Test: Georgia Criterion-Referenced Competency

Edition/Publication Year 2000-2004

Publisher Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% Does not meet the standards	0	0	3	26	24
% At or above meets the standards	100	100	98	75	77
% Exceeds the standards	48	21	10	3	12
Number of students tested	31	39	40	39	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
% Does not meet the standards	29	22	23	26	29
% At or above meets the standards	71	78	77	74	71
% Exceeds the standards	16	18	15	16	16

**STATE CRITERION-REFERENCED TESTS**  
**Rigdon Road Elementary School**

Subject Math Grade 4 Test: Georgia Criterion-Referenced Competency

Edition/Publication Year 2000-2004

Publisher Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% Does not meet the standards	0	3	10	51	35
% At or above meets the standards	100	97	90	49	65
% Exceeds the standards	23	23	10	0	9
Number of students tested	31	39	40	39	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
% Does not meet the standards	38	26	34	38	38
% At or above meets the standards	62	74	66	63	62
% Exceeds	11	19	13	12	11



**STATE CRITERION-REFERENCED TESTS**  
**Rigdon Road Elementary School**

Subject Reading Grade 5 Test: Georgia Criterion-Referenced Competency

Edition/Publication Year 2000-2004

Publisher Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% Does not meet the standards	7	Not given	7	Not given	
% At or above meets the standards	93		93		
% Exceeds the standards	24		19		
Number of students tested	42		42		
Percent of total students tested	100		100		
Number of students alternatively assessed	0		0		
Percent of students alternatively assessed	0		0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
% Does not meet the standards	15	Not given	17	Not given	
% At or above meets the standards	85		82		
% Exceeds the standards	40		33		

**STATE CRITERION-REFERENCED TESTS**  
**Rigdon Road Elementary School**

Subject Eng/Lang Grade 5 Test: Georgia Criterion-Referenced Competency

Edition/Publication Year 2000-2004

Publisher Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% Does not meet the standards	14	Not given	14	Not given	
% At or above meets the standards	86		85		
% Exceeds the standards	17		2		
Number of students tested	42		42		
Percent of total students tested	100		100		
Number of students alternatively assessed	0		0		
Percent of students alternatively assessed	0		0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
% Does not meet the standards	15	Not given	21	Not given	
% At or above meets the standards	85		79		
% Exceeds the standards	23		20		

**STATE CRITERION-REFERENCED TESTS**  
**Rigdon Road Elementary School**

Subject Math Grade 5 Test: Georgia Criterion-Referenced Competency

Edition/Publication Year 2000-2004

Publisher Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% Does not meet the standards	12	Not given	33	Not given	
% At or above meets the standards	88		67		
% Exceeds the standards	7		7		
Number of students tested	42		42		
Percent of total students tested	100		100		
Number of students alternatively assessed	0		0		
Percent of students alternatively assessed	0		0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
% Does not meet the standards	17	Not given	23	Not given	
% At or above meets the standards	84		77		
% Exceeds the standards	19		19		

